

VIEWING GUIDE



Getting *Into* Grammar



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WORKSHOP OVERVIEW: GRADE 2

1. Why is it important to teach grammar daily? Create a top-ten list of your reasons in small groups and share.
2. Refer teachers to pages 117–118 and the Your Turn Lesson titled “Prepositions and the Prepositional Phrase” on pages 171–172 in *Grammar Matters: Lessons, Tips, and Conversations Using Mentor Texts, K–6*. Examine the Your Turn Lesson and discuss the use of the gradual release of responsibility model.
3. Distribute copies of prepositional phrases and prepositional phrase activities found in Appendix A of *Grammar Matters*. Ask teachers to draft a vignette beginning with “When I Was Young in _____” and then revise for prepositional phrases and their locations in the sentences. Do any of the sentences begin with one or more prepositional phrases?
4. Use the questions that follow to discuss each classroom snapshot and subsequent debriefing interview with the classroom teacher.

DAY 1 CLASSROOM SNAPSHOT: MARIBETH AND LYNNE

1. Why is it a good idea to return to a familiar mentor text when teaching a Your Turn Lesson?
2. Why is a writing vocabulary necessary to help students move forward as a community of writers?
3. How does Lynne encourage student participation?
4. How do the students “sign up” for a writing conference? What other ways would be effective in your classroom?
5. Why is reflection so important to sustain learning?
6. How do we transfer new learning about grammar and conventions to other writing workshop experiences?

DAY 1 INTERVIEW DEBRIEFING: MARIBETH AND LYNNE

1. How do you organize your students to come together to have conversations about grammar and conventions or any writerly conversations? Why are these conversations important?
2. Research is now pointing to the importance of movement in relation to learning. In what ways did Maribeth and Lynne build in opportunities for movement? How do you build movement into writing workshop?
3. How did the teachers differentiate instruction in this lesson? How else could you differentiate during guided instruction and reflection?
4. Why do you think this grammar lesson is important to second graders? How would you teach this lesson in first, third, fourth, or fifth grade?

DAY 2 CLASSROOM SNAPSHOT: MARIBETH AND LYNNE

1. How does Maribeth link to the work of the previous day?
2. How does she set a purpose for the workshop?
3. How do your students use their writer's notebooks as a reference?
4. What kinds of things does Lynne point out to Owen in the conference? What kinds of things does she teach him? Is this a typical writing conference? Why or why not?
5. How does Maribeth build in reflection? How does this part of the lesson benefit the students? How does it help the teacher?

DAY 2 INTERVIEW DEBRIEFING: MARIBETH AND LYNNE

1. Why did Maribeth link to work from the day before as she started her lesson?
2. Do your students use “whisper phones” to read their pieces aloud? How often? Why do you use them?
3. What methods and strategies do your students use to have peer conferences?
4. Is the roving conference effective in writing workshop? Explain.
5. What are you noticing about your students’ grammar and conventions knowledge and recall? How do you know?
6. How do you build in opportunities for choice, challenge, and collaboration?

WORKSHOP OVERVIEW: GRADE 5

1. What is your grammar story? How did you learn grammar? How do you teach grammar and conventions? Write your response to one of these prompts and share in small groups.
2. Refer teachers to pages 255–258 and the Your Turn Lesson titled “When to Make a New Paragraph in a Narrative” on pages 94–96 in *Grammar Matters: Lessons, Tips, and Conversations Using Mentor Texts, K–6*. Examine the Your Turn Lesson and discuss the use of the gradual release of responsibility model.
3. Revise and publish a few copies of student narratives from past years or your own narratives so there are no paragraph breaks. You can also use the story “The Magical Moon” on pages 45–46 of *Grammar Matters* (retype it without the paragraph breaks). Have students work with partners or in small groups to talk about where paragraph breaks are needed. Once they reach consensus, ask students to use a small sticky note or colored pencil to mark those places. Place these copies on a document imager and ask students to explain the reasoning behind their choices. OPTIONAL: Post their work around the room and carousel in small groups to look at how classmates decided to insert paragraph breaks; discuss their effectiveness. Circulate with a clipboard to take notes about these writerly conversations.
4. Using independent reading books and/or books you are using as read-alouds, go on a “paragraph hunt” to discover reasons for paragraph breaks in the books with which your students are familiar. In addition to breaks for time, place, speaker, and effect, you will undoubtedly find others—for change of topic and flashback, for example. When might your students be ready for additional instruction about paragraphing? Does paragraphing in nonfiction differ from paragraphing in fiction?
5. Examine wordless books as a grade-level group (find a bibliography on pages 51–52 of *Grammar Matters: Lessons, Tips, and Conversations Using Mentor Texts, K–6*).
6. Use the questions that follow to discuss each classroom snapshot and subsequent debriefing interview with the classroom teacher. Be sure to have a copy of the story the students created as a shared experience (see the appendix included with this viewing guide).

DAY 1 CLASSROOM SNAPSHOT: DAN AND DIANE

Before the part of the lesson you are about to see, Diane used a mentor text (*Elinor and Violet: The Story of Two Naughty Chickens* by Patti Beling Murphy) with which the students were familiar to illustrate paragraph breaks. In their writer's notebooks, the students wrote down the following types of paragraph breaks as they were introduced in the story: *change of time*, *change of place*, *change of speaker*, and *for effect*. Dan and Diane limited their instruction to include these four basic methods because they had determined student need for it during their conferences, while student were drafting. Diane also shared a piece she had written, and students noticed where and why she chose her paragraph breaks. Then, using the shared writing the students had composed for the wordless picture book *a boy, a dog, a frog, and a friend* by Mercer and Marianna Mayer, Dan continued the lesson on paragraphing.

1. Do you build in time for shared writing? Why is this so important?
2. How do you teach students about paragraph breaks?
3. How could Dan have used an anchor chart during this writing lesson?
4. What are some of the things Dan teaches his writers during this workshop session?
5. How would your students describe their writer's notebooks? How are these notebooks used during writing workshop?

DAY 1 INTERVIEW DEBRIEFING: DAN AND DIANE

1. Why is community important in writing workshop?
2. Did students have ownership in this writing lesson? Explain your thinking.
3. How can we make it safe and desirable for students to share?
4. How can you address grammar throughout the day?
5. Do you use mentor texts to teach grammar and conventions? Explain.

DAY 2 CLASSROOM SNAPSHOT: DAN AND DIANE

1. What was the most effective part of the Your Turn Lesson on paragraphing? Why do you think so?
2. How does Dan set the purpose for the work of this session?
3. How do Dan and Diane demonstrate that they are writers?
4. What do you notice about the roving conferences?
5. What questions do Dan and Diane ask? What do they learn?
6. Is collaboration important or necessary during a writing workshop? Do you feel that writing is a solitary act? Why or why not?
7. How do Diane and Dan bring closure to this lesson? How could you use an anchor chart to help you close this lesson?

DAY 2 INTERVIEW DEBRIEFING: DAN AND DIANE

1. When do we need longer lessons in writing workshop?
2. When is a good time to talk about how to correctly punctuate a conversation?
3. How could Dan and Diane insert movement into the lesson on paragraph breaks?
4. How do students benefit from a final share and reflection?

a boy, a dog, a frog, and a friend (no paragraph breaks)

It was a great day for fishing, thought Kevin as he sat along the shore in the short, green grass with his fishing gear. Above him on a steep ledge sat his friends, Ronaldo, the dog, and Splashy, the frog. In the branches of the just-beginning-to-bud trees, the birds chirped. Kevin cast his homemade fishing rod into the water. The lure plopped with a miniature splash. Suddenly, the bobber plunged under water, and Kevin yanked his rod in response. As the line bent, Kevin thought he had caught a huge carp. The massive creature tugged at the end of the line, and Kevin was pulled into the water. Because they wanted to save their friend, Ronaldo and Splashy jumped right in after him. Far from shore, they discovered that the “carp” was really a gargantuan turtle who was stealing the fishing rod. Kevin stood up in the middle of the pond, shook his fist in anger, and shouted, “Bring me back my rod!” Ronaldo swam after the “evil” thief. Growling, barking, and baring his teeth, Ronaldo pounced at the turtle as they both reached the shore. In reaction, the egregious beast latched onto Ronaldo’s paw which made him yelp in pain. Kevin ran up and tried to pull Ronaldo out of the turtle’s grasp. The turtle, not releasing his grip, was thrust into the air by Kevin. Ronaldo whimpered. Finally, as Kevin fought his way back to shore, the turtle let go. Still whimpering, Ronaldo licked his throbbing paw with his tail hanging in the water. Frustrated, Kevin gathered his gear and prepared to leave for another spot. Suddenly, Ronaldo felt a sharp pain in his tail. The knave was back! Ronaldo disappeared under water with Splashy jumping in after him. Frightened by Ronaldo’s disappearance, Kevin frantically stripped off his clothes, preparing to jump in to save his friend. Before he jumped in, he saw Ronaldo’s head poking out of the water. The dog looked very exhausted and somewhat hurt. Then they noticed the turtle was flipped onto his back. It seemed that Ronaldo had killed the turtle. Using his fishing pole, Kevin dragged the turtle out of the water and brought him to shore. The turtle was not moving. Kevin prepared a hole to bury the dead turtle. Suddenly, the turtle flipped onto his back and walked toward the fishing rod. Kevin was overjoyed. He lifted the turtle and said, “I think I’m going to name you Snap!” Happily, all the friends walked home.

a boy, a dog, a frog, and a friend (with paragraph breaks)

It was a great day for fishing, thought Kevin as he sat along the shore in the short, green grass with his fishing gear. Above him on a steep ledge sat his friends, Ronaldo, the dog, and Splashy, the frog. In the branches of the just-beginning-to-bud trees, the birds chirped. Kevin cast his homemade fishing rod into the water. The lure plopped with a miniature splash. **(end of lead, so new paragraph)**

Suddenly, the bobber plunged under water, and Kevin yanked his rod in response. As the line bent, Kevin thought he had caught a huge carp. The massive creature tugged at the end of the line, and Kevin was pulled into the water. Because they wanted to save their friend, Ronaldo and Splashy jumped right in after him. **(next paragraph is change of place: Kevin had been fishing at the shoreline, now he's in the middle of the pond)**

Far from shore, they discovered that the “carp” was really a gargantuan turtle who was stealing the fishing rod. Kevin stood up in the middle of the pond, shook his fist in anger, and shouted, “Bring me back my rod!” Ronaldo swam after the “evil” thief. **(another change of place)**

Growling, barking, and baring his teeth, Ronaldo pounced at the turtle as they both reached the shore. In reaction, the egregious beast latched onto Ronaldo’s paw which made him yelp in pain. Kevin ran up and tried to pull Ronaldo out of the turtle’s grasp. The turtle, not releasing his grip, was thrust into the air by Kevin. Ronaldo whimpered. Finally, as Kevin fought his way back to the opposite shore, the turtle let go. **(change of time and place)**

Still whimpering, Ronaldo licked his throbbing paw with his tail hanging in the water. Frustrated, Kevin gathered his gear and prepared to leave for another spot. Suddenly, Ronaldo felt a sharp pain in his tail. The knave was back! Ronaldo disappeared under water with Splashy jumping in after him. Frightened by Ronaldo’s disappearance, Kevin frantically stripped off his clothes, preparing to jump in to save his friend. Before he jumped in, he saw Ronaldo’s head poking out of the water. The dog looked very exhausted and somewhat hurt. **(next paragraph is change of time)**

Then they noticed the turtle was flipped onto his back. It seemed that Ronaldo had killed the turtle. Using his fishing pole, Kevin dragged the turtle out of the water and brought him to shore. The turtle was not moving. Kevin prepared a hole to bury the dead turtle. **(next paragraph is change of time)**

Suddenly, the turtle flipped onto his back and walked toward the fishing rod. Kevin was overjoyed. He lifted the turtle and said, “I think I’m going to name you Snap!” **(final paragraph is for effect)**

Happily, all the friends walked home.